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ABSTRACT

This junior high career teaching unit on the flight attendant is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with the occupation of flight attendant. (For junior high units on other careers see CE 025 738-765.) (LRA)

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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

FLIGHT ATTENDANT

Transportation Occupations Career Cluster

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Transportation Occupations Career Cluster

FLIGHT ATTENDANT

RATIONALE

Since many young people are attracted by the fascination of travel, this unit has been prepared to acquaint students in drama and English classes with information about the occupation of flight attendant. The students will learn terminology and gain insight into the opportunity and requirements for the position and explore some possible experiences.

GOALS

Through this unit, pupils will:

-Become aware of career opportunities as a flight attendant.

-Become aware of requirements to enter the field.

-Become aware of the responsibilities of the flight attendant.

-Gain an understanding of working conditions of a flight attendant.

-Appreciate the vital uses of communication in a real-life situation.

PERFORMANCE OBJECTIVES

By the end of this unit, pupils will be able to:

-Identify the career opportunities for flight attendants.

-Identify the requirements to enter the field.

-List five responsibilities of a flight attendant.

-Describe the working conditions of a flight attendant.

-Use communication skills in the simulation of an inflight situation.

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

SUGGESTED INSTRUCTIONAL MATERIALS

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Film: MP 2429 Is A Career in the Service Industries For You?

COMMUNITY RESOURCES

Al Eaton; Aviation Assistant; will arrange for individuals in various careers, including flight attendants, to visit classrooms; 861-2218; Bakersfield.

Freda Chase; will arrange tour of Meadows Field Airport; 2-3 week advance notice needed; 861-2218; Bakersfield.

Transportation Occupations Career Cluster

FLIGHT ATTENDANT

INSTRUCTIONAL ACTIVITIES

ALL:

1. Take PRETEST to determine the understanding you bring to the unit.

   PRETEST

   1. What is the average number of hours that a flight attendant flies a week?

   2. What training is necessary to become a flight attendant?

   3. What are the height and weight requirements for a flight attendant?

   4. How much education is required to become a flight attendant?

   5. Why do you think a flight attendant should be friendly and courteous?

2. READ

   The career of an airline flight attendant appeals to many students because it offers travel, new faces, and a chance to work with people in a modern attractive setting. There are also definite responsibilities which are important in this position. Read the information sheet on the following page, to learn about the responsibilities and working conditions of the flight attendant.

INFORMATION SHEET
AIRLINE FLIGHT ATTENDANT

Flight attendants are the airline's good will ambassadors to the traveling public. They greet the passengers as they board, serve them while in flight and maintain a friendly, courteous atmosphere.

Flight attendants fly an average of nineteen hours a week and have ground duties as well. They meet people from all parts of the world and all walks of life, while visiting city after city all across the nation or the world.

Requirements

1.	Training	Flight attendants must attend a training college six weeks.
2.	Age	Although applications are accepted when a candidate reaches 19½, the minimum age for flight attendants is 20 years of age.
3.	Height	Because of the duties of the flight attendant, he/she must be at least 5'2" in height.
4.	Weight	The flight attendant must weigh a minimum of 105 pounds and the weight must be in proportion to the person's height.
5.	Vision	The flight attendant's vision must be at least 20/50 without glasses. Contacts may be worn.
6.	Education	Flight attendants must be high school graduates who have had some business experience: College and/or extensive working experience is preferred.

YOUR CHOICE:

3. JOB LIST

Begin a job list of things which a flight attendant needs to know how to do. As you go through the unit and discover the many jobs an attendant must do, add to your list until you have mastered at least 5 jobs done by a flight attendant.

4. INVITE A SPEAKER

No one can tell you as much about any occupation as someone who has "walked in those shoes," day after day. What would you like to ask a person who has worked as a flight attendant? With your teacher's help, invite a speaker from an airline to come to your class and talk about his/her experiences as a flight attendant. Before he/she comes, write down 3 questions you would like to ask. Use these questions to guide a discussion afterward.

5. MAKE A PASSENGER LIST

Because airline travel is fast, safe, and dependable, many people choose to fly from one city to another. A plane load of passengers will include many different types of people: children traveling alone, old people, business people, vacationers, people with handicaps, government officials, and many more. Each of these may need different types of services from the flight attendant, and part of the attendant's job is to think about those needs before they happen. Make up a "passenger list" for 10 people on an imaginary flight from San Diego to San Francisco. Your paper might look like this, with three headings:

NAME	DESCRIPTION (Age, Occupation)	SPECIAL NEEDS FROM FLIGHT ATTENDANT
1. Mrs. Smith and baby	Baby looks about 3 months old	Warm bottle

6. PLANE FACTS

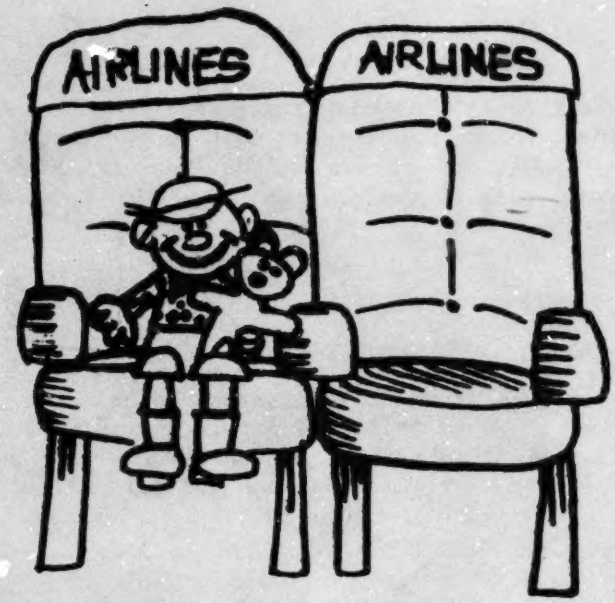
The worksheet on the following page has eleven terms which a flight attendant should know. Use a dictionary or encyclopedia to find the meaning of these words and fill in the appropriate words in the blanks. Think of at least four more words a flight attendant should know and add them, with their meaning, to this page.

WORKSHEET

GET THE PLANE FACTS

ailerons	elevators	stick	taxiing
cockpit	throttle	rudder	pedal
controls	lift	thrust	

1. The movable parts of the tail _____
2. The movable parts of the wing _____
3. This makes the plane go up and down and is inside _____
4. The place the pilot sits is called the _____
5. This controls the speed of the plane _____
6. This is on top of the tail and helps make the plane turn _____
7. This controls the rudder _____
8. The throttle, stick, and pedal are called _____
9. When a plane is rolling on a runway it's called _____
10. If you pull the stick back, you go _____
11. If you push the stick forward, you go _____
12. The pushing up of air on the wing is called _____



7. CREATE A SIMULATION

Join with a group of other students to simulate some situations which might face a flight attendant during his/her working day. Each passenger takes a specific role:

a. Six-year-old child traveling alone
b. Restless, secretive-looking male
c. Government employee with attaché case
d. Elderly female passenger
d. Obnoxious drunk
f. Fluttery lady, afraid of flying
g. Mixed-up, sleepy passenger

Chairs are arranged like seats on an airliner, in pairs along an aisle. Each participant takes a turn to step out of the passenger role and become the flight attendant for one round of the simulation. As the flight attendant, it is your responsibility to calm or control the situation. The passenger receives a simulation sheet which applies to him/her: he/she creates the situation which the flight attendant must handle:

OR

These situations can be role-played with partners

OR

The simulation descriptions can be given to an individual student for extemporaneous response, for example, "What would you do if...?"

INFLIGHT SITUATIONS - Cut apart for each participant.

- - - -

INFLIGHT SITUATIONS (Cont.)

- - - -

8. PLAN A TRIP

Since a flight attendant can fly at reduced rates, plan a vacation trip to a foreign country. You have $750.00 to spend, including your meals, hotel, recreation, tips, etc. Tell where you would go, how long you would stay, etc. You may need to consult an encyclopedia, travel magazines and brochures, etc. Your information can be presented in the form of an oral or written report, or a poster displaying pictures and your budget.

9. SPEAKING PERSONALLY--

Write or tape-record your personal feelings about the occupation of flight attendant. Could you be happy in this occupation? What personal qualifications might you want to concentrate on in order to be eligible? Share your reactions with other students.

10. OPTIONAL ACTIVITY

Design a uniform for a steward or stewardess. Keep in mind the things he or she must do on the job and what type of clothes would be comfortable and look good. Don't forget that color is important, and is usually coordinated with the airline color scheme.

ALL:

11. TAKE THE POST TEST

Use the post test included in the booklet, changing each false statement to make it true, OR use teacher-designed post test.

POST-TEST

AIRLINE FLIGHT ATTENDANT

True - False. Circle T or F. (1 point each)

T F 1. It is not necessary for a flight attendant to be well proportioned in size.

T F 2. A flight attendant holds one of the most important public relations positions in the airline.

T F 3. A flight attendant must have good eye-hand coordination.

T F 4. A flight attendant must be able to get along with all types of people.

T F 5. Maximum weight for a male flight attendant is 225 pounds.

T F 6. A flight attendant must be 5' - 5'5" in height.

T F 7. A flight attendant must be able to maintain balance while carrying various objects.

T F 8. Only two years of high school training is required for a person to become a flight attendant.

T F 9. A person who suffers from claustrophobia should not apply as a flight attendant.

T F 10. A flight attendant is in charge of entertainment facilities on board the plane.

T F 11. If a person complains of severe chest pains while the meal is being served, the flight attendant should complete the serving of meals, before aiding the passenger.

Short Answer. (5 points each)

1. Would you consider speech training important to being employed as a flight attendant? Why or why not?

2. What would you feel are important things a flight attendant should know on international flights?

Vocabulary. Define these words. (1 point each)

1. Taxiing 2. Rudder 3. Cockpit 4. Thrust